Sənklip, Sniwt u4 i? Spicn Coyote, Wind and Hemp



Sənklip, Sniwt u4 i? Spicn



wíkla?x ^w	see land / country / site see		
k4a?mús	close to the edge of a cliff		
səpyalqs	buckskin clothes		
skwalt	quill		
tq ^w čiń	shout / call out		
nmulm	get water / dip for water		
nmulmn	basket / container for water		
nsaxwt	go down / get down		
хіÅm	go up hill		
ńwisłxst	lift something		
stxarčň	door flap		
kċx ^w usnt	pour water on fire/rocks		
k ^w ilsxň	red hot rock		
sx ^w ?ul	steam		
ISa7álqsṁ	put on clothes		
sta?xw	get/acquire (prefix)		
sičlqs	new clothes		
ninẃt	little breeze		
čəsčsʕaİx	they are making noise/rattling		
čsəssas	make noise/rattle around		
Х́ха4q	strong wind		
4w ^w ilstim	bring someone/something back to life		
nwawa?sxán	feet up off the ground		
sukwnt	float somethings		
čapsíws	be sisters		
ktqína?nt	hold down		
syəx ^w mitk ^w	waterfall		
ńጰllitk ^w	drown		
kṁaṅt / kṁṅtiṁ	take things		
čkwańt / čkwńtim	pull something		
knx4tu4tṁ	help somebody		
č4ə4İ4iİt	sprinkle		
ńwsłxaqkstm	lift the leg		
csaxánt /csaxntím			
styap			
hṁhmúlaʔxʷ	moist/wet ground		

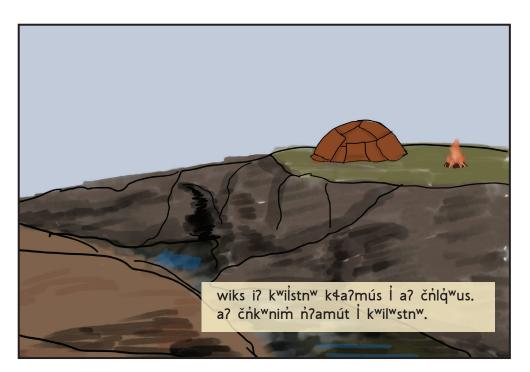






















4ə txwarkstm Sniwt kskwii?s i? siw4kw, Snklip kcxwusəs yfat i? siw4kw İ tkwlkwilsxn İ kwilstn









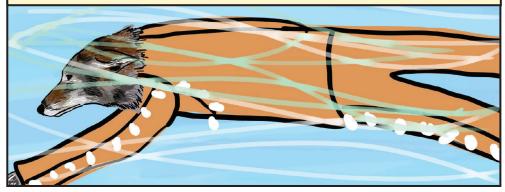
Snklip čxwaxwíst xstmis i? sta?xwsičlqsts. čxlits i? sumíxs mi? ninwt ixí? mi? i? skwəkwrína? na?4 scmcim čəscssalx.





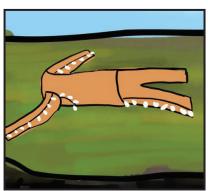
t sẩxa4qs u4 čsəssas i? skwəkwrina? na?4 scmcim. naxm4 i? sniwt misẩxá4q u4 misẩxá4q. i? t sumíxs Snklip 4xwllstis i? Sniwt.

i? Sniwt t shxaqs u4 nwawa?sxán Snklip. sukwntm u4 qilt kl a? čnlqwlqwus kwistms Sxwnitkw. lut ksniwntm, Snklip txwarkstm u4 tkwnkwnim l a? č4ə4aq.

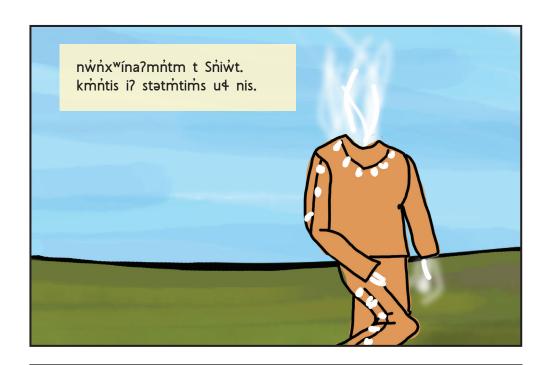




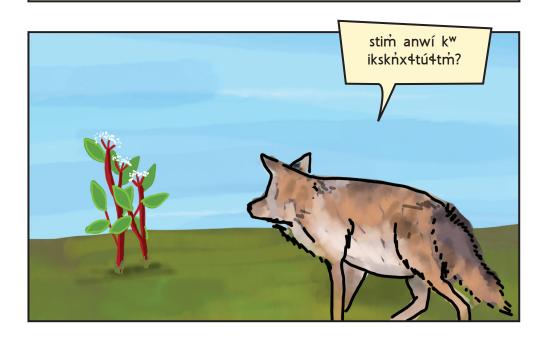
nkwåalqsəsəlx t siclqsts u4 wikwsəlx k4yxwuts a cnlqwus.

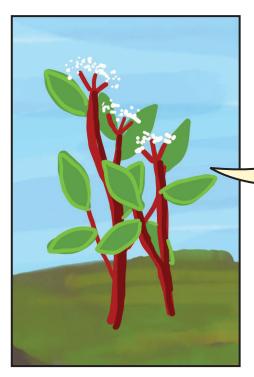






ixí? spich na?4 čapsíwsts 4čəčkwntisəlx Snklip km4əniwtsəlx. limt Snklip 4sxasts. siws Spich...

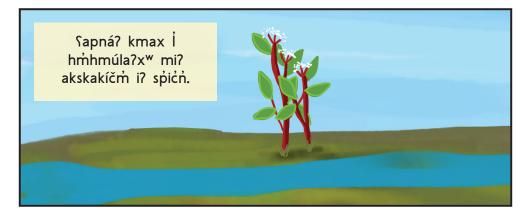




tawníx put i? siw k tat k u ta ksačx l x alts. ný sa p k u čň m k sa m m čn. ti? k m ax a? č ta l ili ti syax m m tk i? sň x l i t put. nix t siw t k y sa? mínt m.

x?ína? Snklip ksknxits Spicn. nwslxaqkstm Snklip u+ cîaxntís t siw+km a? čnlqmus. +a sxilms, ixí styaps i? siw+km tl čnlqmus kmull t s?ačq?ítkm.





Coyote, Wind and Hemp

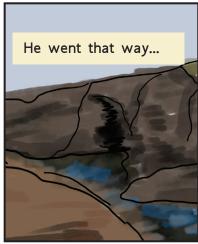


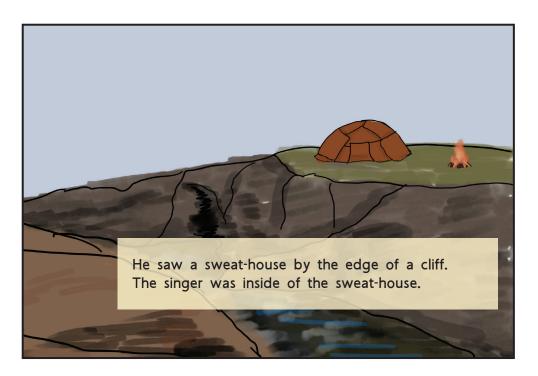


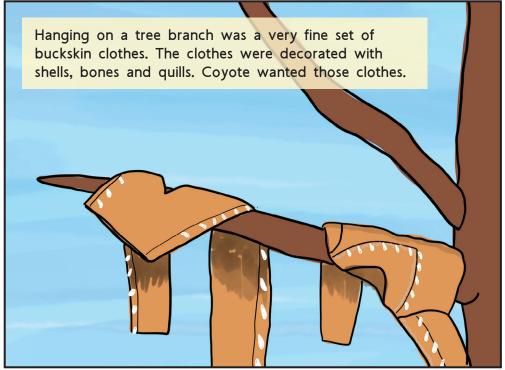










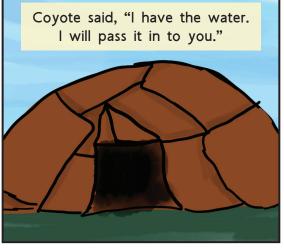






He carried the basket full of water back up to the sweat-house.

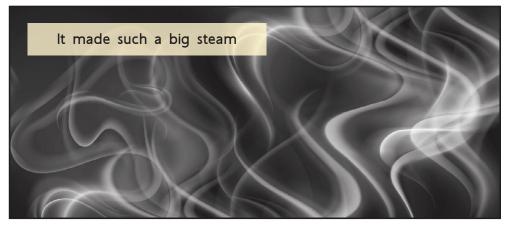




Coyote lifted the door flap.

When Wind reached for the water basket. Coyote threw all the water on the hot rocks in the sweat-house.

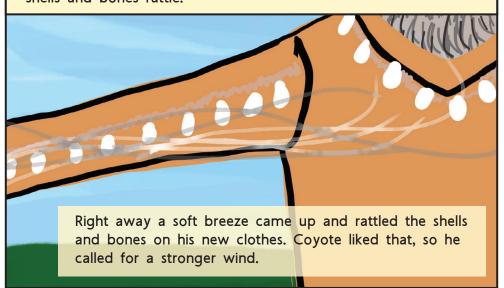








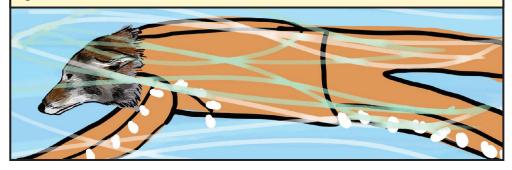
Coyote was walking along, admiring himself in his new clothes. He called for his power to make a little breeze to make the shells and bones rattle.

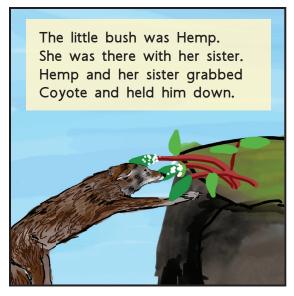




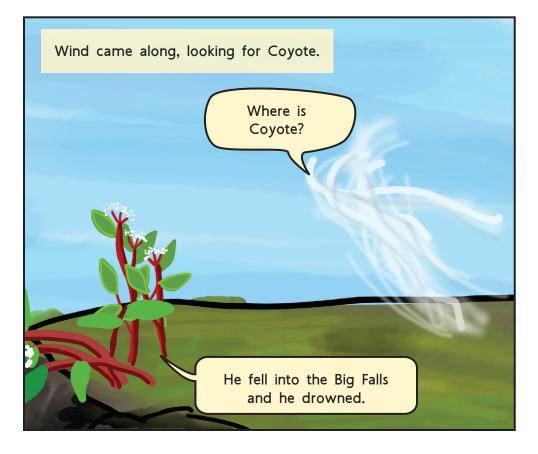
A strong wind came up and rattled the shells and bones, but the wind started to blow harder and harder. With his power, Coyote had brought Wind back to life.

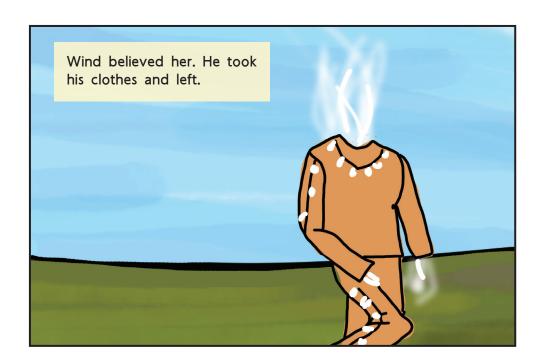
The wind blew so hard that it picked Coyotes feet up off the ground. It carried him to the top of the cliffs above Kettle Falls. To keep from being blown away, Coyote reached out and grabbed a little bush.



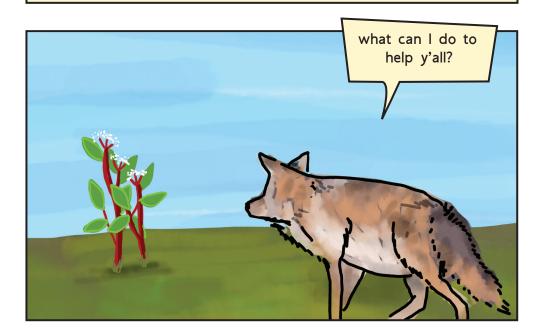


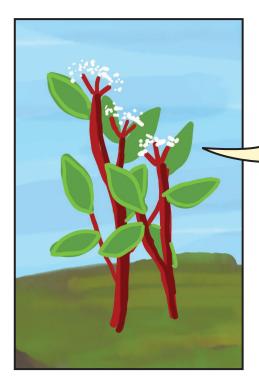






Then Hemp and her sister pulled Coyote up beside them. Coyote was glad to be saved. He asked Hemp....

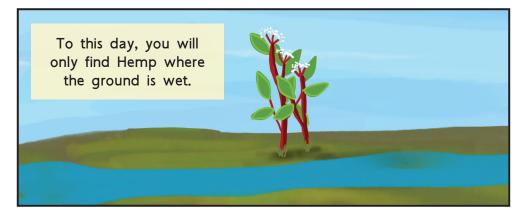




We barely have enough water to live. We are always thirsty. We have to live on the little moisture that sprays up from the falls. It is not enough. We need more water.

Coyote agreed to help Hemp. Coyote lifted his leg and put water on the cliff. When he did so, water began to flow out of the cliff, making a spring.





Notes

This čaptíkw4 was prepared by Salish School of Spokane, among a collection of stories that has been transcribed and translated by SSamtícá? (Sarah) Peterson of the Lower Similkameen Indian Band. The object of this text is to expose intermediate students to more complex nsəlxcin/nsyilxcn vocabulary and sentence structure while imparting some familiarity with traditional Syilx stories. The stories in this text are simplified versions of the complex and subtle originals, and they purposefully use a limited and simplified plot and vocabulary in order to provide access for intermediate learners of nsəlxcin/nsyilxcn. Some of the texts included in this work are original versions of traditional stories as told and transcribed by Sarah Peterson. Others are redacted or translated works, collected from a variety of sources in English and in nsəlxcin/nsyilxcn. Any new translations to nsəlxcin/nsyilxcn are by Sarah Peterson. The organization of this book, the selection of vocabulary, the grouping of story elements, questions, grammar worksheets, and the word analysis (sk4?iysm t s?ums) section are by Christopher Parkin and LaRae Wiley.

We are ever grateful to those who have worked to collect and preserve these stories, and we offer all of our heartfelt encouragement to those who are working to learn nsəlxcin/nsyilxcn.

SSamtíca ? (Sarah Peterson) N?iýsíta?tk^w (LaRae Wiley) SAnn (Christopher Parkin) September 2021

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